

**Year 1**  
**Direct Support Professional Training**

# **Resource Guide**

## **Internet Version**



## **Session #2**

# **Communication**

**Department of Education**  
**and the**  
**Regional Occupational Centers and Programs**  
**in partnership with the**  
**Department of Developmental Services**

**1999**

## List of Class Sessions

Session	Topic	Time
1	Introduction, Overview of Developmental Disabilities, Values, Diversity	2 hours
2	<b>Communication</b>	<b>3 hours</b>
3	Wellness: Nutrition, Exercise and Safety	3 hours
4	Wellness: Medications	3 hours
5	Wellness: Responding to Individual Needs	3 hours
6	Positive Behavior Support	3 hours
7	Teaching Strategies: Relationships, Task Analysis and Prompts	3 hours
8	Teaching Strategies: Positive Feedback and Natural Times to Teach	3 hours
9	Daily Living	3 hours
10	Individual Rights, Laws and Regulations	3 hours
11	Leisure and Recreation	3 hours
12	Competency Test	3 hours
	<b>Total Class Sessions</b>	<b>12</b>
	<b>Total Class Time</b>	<b>35 hours</b>

# Key Words

In this session, the key words are:

- Verbal and Nonverbal Communication
- Communication and Behavior
- Active Listening
- Speech and Language Disorders
- Communication Systems

## Your In-Class Review Notes

This is a place for you to take notes on the review questions during this session.

1. **What are some of the reasons we communicate?**
  
  
  
  
  
  
  
  
  
  
2. **Can you describe some of the barriers to effective communication for people with developmental disabilities?**
  
  
  
  
  
  
  
  
  
  
3. **What are the three components of all communication?**
  
  
  
  
  
  
  
  
  
  
4. **What are some examples of nonverbal communication?**
  
  
  
  
  
  
  
  
  
  
5. **What are behaviors that show you that a person has an interest in socializing in some way?**



## Information Brief

# Why Do We Communicate?

There are a number of reasons why we communicate. Most of the examples have to do with work, but would be important outside of work as well.

### **Giving and getting information •**

This could mean getting information from staff at other programs the individual attends, and comparing how each of you responds to that person. It might also mean giving information to parents or family members about a person's progress, or letting the regional center know about an unusual incident. Or it could mean asking everyone in the program his or her opinion on an activity before deciding what to do. Or checking with the regional center, your administrator, and the family before changing the way in which you approach a training objective.

**Expressing feelings •** People may want you to know when they have had a great day, or when they are feeling bad.

**Helping with problem solving •** You may need to communicate with two people at your program to work out problems and to help those people to solve their own issues.

**Teaching •** You will be teaching people how to gain skills, either hygiene skills, or cooking or taking care of their money, and about how to make their needs known.

**Socializing •** This is how we get to know other people - by finding out what the other person likes, and doing things together.

**Persuading •** This is where we want to have someone see things the way that we do. This could mean getting a person to wear different clothing than he/she has chosen because the weather makes their choice inappropriate. Or it could mean getting your supervisor to consider additional funds to take two people on a shopping trip.

**Decision-making •** You would be communicating with a number of people on how to best make a decision that affects people in your program. Maybe you are trying to figure out the best way to deal with the behavior of someone in your program. There might be communication among the staff, the consultants, other programs, and the regional center so that the best decision can be made.

**Building relationships •** You communicate with friends, with people where you work and with the people you support. What relationship would happen without some form of communicating?

Regardless of the reason we are communicating, it is so important to be clear about the message, and be certain that we understand another person's message to us.

## Information Brief

# What Does Behavior Communicate?

People's behavior usually communicates three things:

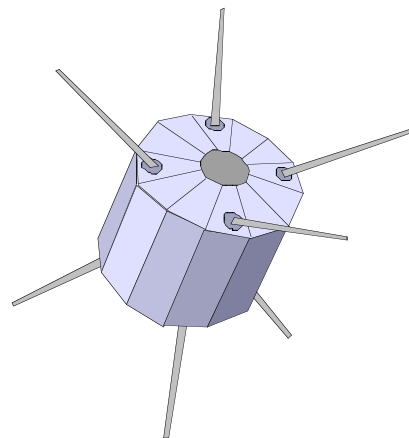
- What the person wants
- What the person doesn't want
- When the person wants attention

How would a person's behavior tell you that they want something? They might point to an apple on the table, which lets you know the person wants the apple. The person might come to you and shake your hand, which lets you know they want to greet you. The person might come to you with a toothbrush in one hand and toothpaste in the other, and a puzzled look on their face. That might let you know that the person needs some assistance. When you offer a person a choice of foods for dinner, they might point to what they want or look in the direction of the food they prefer.

Sometimes it is easier to figure out what a person doesn't want. Sometimes these are the behaviors that make it hard for the person to be with other people. The person might spit out food they didn't enjoy, or push away the staff person who wants to help. Imagine if you didn't have words to use. How would you let someone know that something was making you unhappy.

Often, people just want someone to pay attention to them. Some people have learned that making loud noises is what gets the attention of the staff. Or that they need to wave their arms to get staff to focus on them when there is a lot of activity going on. A person might just pull at your arm to get your attention.

A person's behavior will give us information about their interest and ability to be social, as well. A person who doesn't use spoken words can often very clearly greet us and say goodbye. That person can give a lot of information through facial expressions.



## Information Brief

# Social Skills that Help Communication

### Reason

### Example

Showing attention to partner, object or event

Turn toward person walking in

Providing information

Asked if thirsty, smiles

Requesting information

Points to picture with puzzled look

Responds to name

Makes a sound when called

Greets

Lifts head and looks at person

Says goodbye

Waves

Directs attention to self

Waves arms, repeats when someone looks



## Information Brief

# Active Listening

Listening is one of the most difficult skills to learn. We are taught from a very early age NOT to listen. Remember in first grade when the teacher would ask the class “Okay, can someone tell me a word that begins with...” and before she can even get the question out, hands go up around the classroom. And the child whose hand is raised first gets called on. So that child is rewarded for NOT listening.

Did you know that we can hear at a rate of 650 words per minute? The average person talks at a rate of 150 words per minute. That leaves a lot of space in your brain for other information. Like making a shopping list, or thinking about something that happened at home. Did you ever find yourself thinking about how you will respond to a question before the question is asked? Have you ever asked someone the same question more than once, because you didn’t remember that they had answered the question?

Test yourself on your listening skills.

Agree or Disagree?

1. It is easy for me to focus on what others are saying.
2. I never pretend to be paying attention.
3. I never interrupt a person who is talking.

4. I ask questions to be sure that I understand what the other person is saying.
5. I am a patient listener.

Do you need more practice at active listening?



# Information Brief

## Communication Disorders

Some of the things that can get in the way of people being understood include limited or no speech, hearing loss, poor control of muscles needed to produce speech (like with cerebral palsy), damage to the part of the brain that controls speech and complex behaviors. When it's hard to make your needs known, it's also difficult to meet people, to do things you like to do, and may make a person behave in a negative way.

There are two kinds of communication disorders: Speech disorders and language disorders. Sometimes a speech disorder is caused by speech muscles that don't work, cleft palate, or from having no teeth. Incorrect articulation is a common speech disorder. You may hear a speech therapist for someone you support talk about this. Some sounds may be missed when a person is talking, like saying "nake" for "snake," or "moke" for "smoke." Or a person might say "dis" and "dat" instead of "this" and "that."

Language disorders are sometimes caused by damage to some area of the brain. With a language disorder a person may be limited in their ability to understand language. This is called receptive language. A person's ability to talk might be limited, which is called their expressive language. Or, a person may talk as if they are much younger.



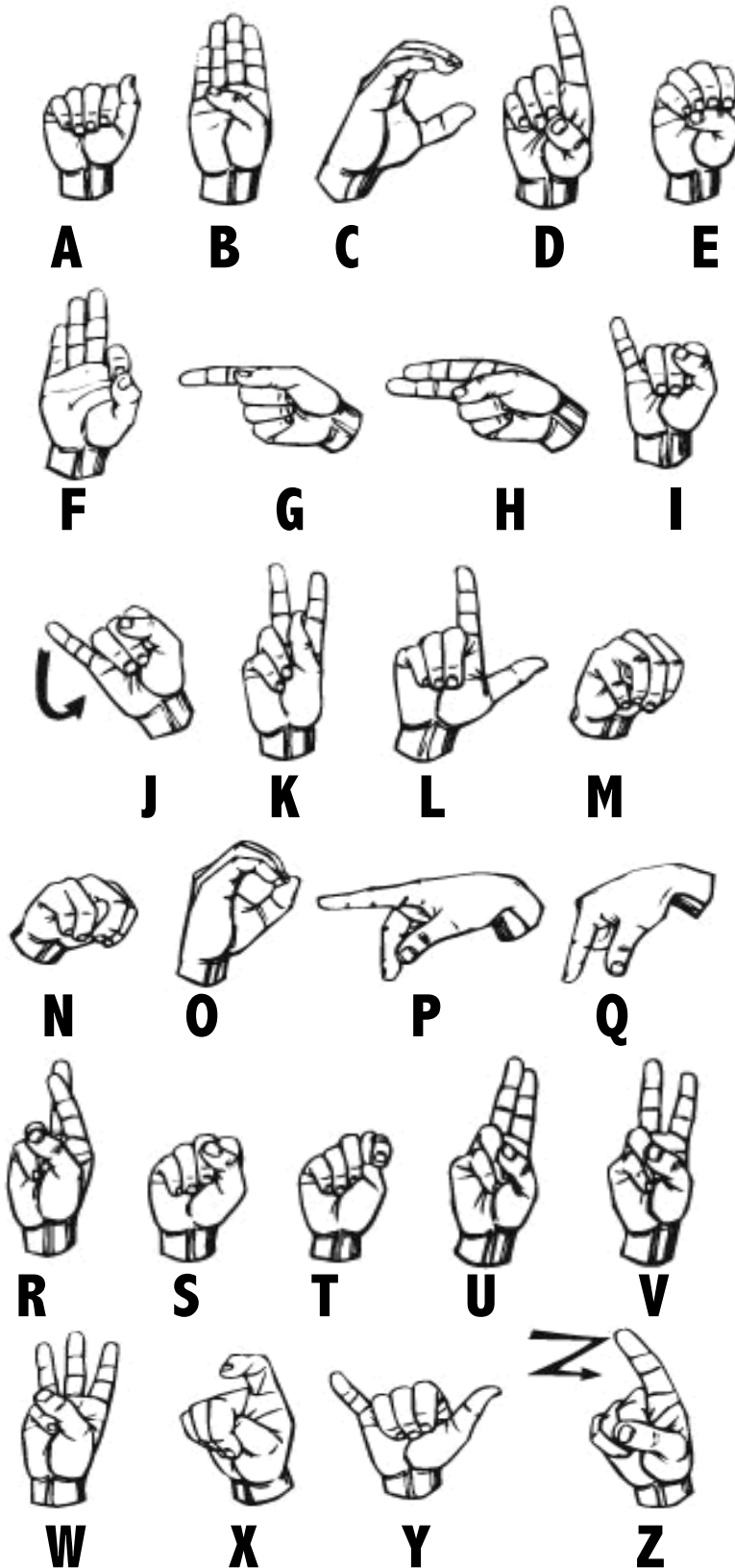
## **Information Brief**

# **Suggestions for Making Communication a Part of Every Day**

- Use words when the person feels something (sore, hurt, tired....)
- Use all chances to name objects in daily routine
- Describe everything as you assist the person (dressing, serving meal)
- Point to pictures of objects in books, saying them clearly
- Point out objects while on a walk, in car, at park, at store
- Have person watch your mouth as you say words
- Speak in short sentences when giving directions
- Be sure to pronounce the entire word
- Encourage progress in making sounds and saying words
- Be sure your movements are simple when teaching
- Encourage people to use all of their senses
- Listen carefully to what the person says or attempts to say

## ASL Manual Alphabet

From the unnamed website at <<http://members.tripod.com/~imaware/aslalpha.html>>



## Spelling Words with the Manual Alphabet

Now that you've learned the alphabet, what are these 4 phrases?\*



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— — —



— — — — —



— — —



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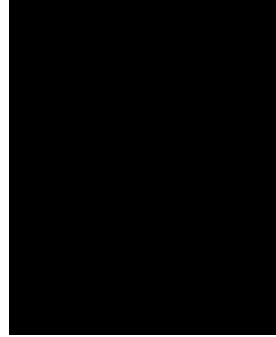
\*See answers on the next page

# Saying Words with American Sign Language

Excerpted from Vicars American Sign Language Course Introductory Signing Concepts at  
<<http://www.lifeprint.com/concepts.htm>>

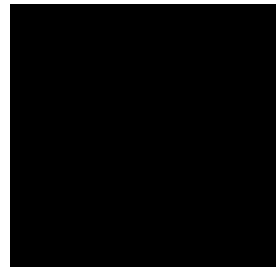
## HOME

The sign for "home" is made by touching your fingers and thumb together at the mouth. Then move your hand from your mouth to your right cheek.



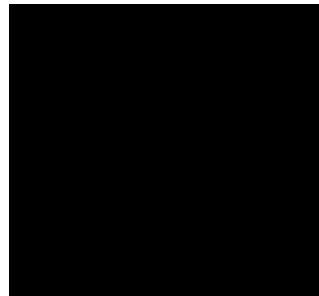
## WORK

The sign for "work" is made by shaping both hands into the letter "s." With your palms facing downward, tap your left wrist or the back of your hand a few times with your right wrist.



## SCHOOL

The sign for "school" is made by clapping your hands. Repeat two or three times.



### Answers

1. The cat
2. World web
3. Bazooka Joe
4. Well done

## **STORE**

The sign for "store" is made by bending both wrists and pointing both hands down. Pivot both of your hands toward and away from your body. Repeat a few times.



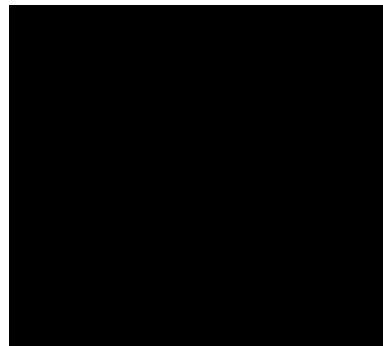
## **HUNGRY**

The sign for "hungry" is made by forming your right hand into the letter "c." Move your hand down the middle of your chest, starting under your throat. Note: Some people use the sign for "wish," and prefer to start "hungry" from a slightly lower position.



## **THANK YOU**

The sign for "thank you" is made by touching your lips with one or both of your hands. Your hand(s) should be flat. Move your hand(s) away from your face, palms upward. Smile. Note: Most people use only one hand for this sign.



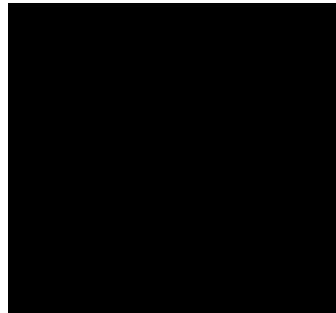
### **SAD**

The sign for "sad" is made by placing both hands in front of your face, palms in. Bring both of your hands down the length of your face. Tilt your head forward slightly, and make a sad



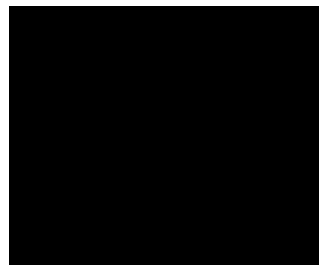
### **LOVE**

The sign for "love" is made by crossing both hands over your heart. Your hands may be closed or open, but the palms should face toward you.



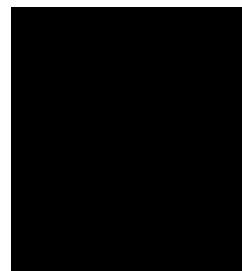
### **HELP**

The sign for "help" is made by closing your right hand. Place your right hand on the outstretched palm of your left hand. Raise both hands. Note: Many people make this sign by placing the left "s" or "a" hand on the right "b" palm.



### **BATHROOM**

The sign for "bathroom" is made by forming the right hand into the letter "t." With your palm facing away from you, shake your hand in front of your chest.





## Answers to In-Class Review

**1. What are some of the reasons we communicate?**

To get information, to give information, to teach others, to socialize

**2. Can you describe some of the barriers to effective communication for people with developmental disabilities?**

Lack of speech, speech difficult to understand, hearing loss, damage to the part of the brain that controls speech, behavior

**3. What are the three components of all communication?**

Message, sender, receiver

**4. What are some examples of nonverbal communication?**

Eye contact, gestures, symbols, voice tone

**5. What are behaviors that show you that a person has an interest in socializing in some way?**

Smiling when you enter the room, waving, looking at you

**6. What are some types of communication systems? What are the advantages or disadvantages of each of those systems?**

Sign language – requires training and skill, known throughout the United States

Communication boards – need to know what pictures or symbols are meaningful,  
Can be very inexpensive to make and use; some of the electronic boards  
which also talk for the person can be very expensive

Gestures – staff can understand fairly easily; need to communicate gestures to  
Other staff so everyone responds to the gestures

**7. Why is communication so important to people with developmental disabilities? What are some ways that you can assist people with communication?**

Communication is important to all people. The DSP can assist by talking while training, pointing out objects, giving names to objects, having the person watch you talk, pointing out objects in the park and at the store and everywhere the chance exists.

**8. What are the elements of active listening?**

Hear the words, figure them out, then respond

## **If You Want to Read More About Communication**

### **Communicate with Confidence: How to Say it Right the First Time and Every Time**

by Dianna Booher (1994); R.R. Donnelly and Sons Company; ISBN: 0-07-006455-5

The book starts with a touching story about miscommunication, and goes on to give 23 chapters of practical and easy to read advice on improving communication in business as well as in our personal lives. Booher says that personally or professionally, communication is a life or death issue. The book has over 1,000 tips for improving communication, including how to ask questions, how to answer questions, apologizing, criticizing, and negotiating, among others.

### **Partners in Everyday Communicative Exchanges**

by Nancy Butterfield, Michael Arthur and Jeff Sigafos (1995); MacLennan and Petty Pty Limited; ISBN: 0 86433 088 X

This book is written for teachers, speech pathologists, and everyone who may communicate with a person who has severe disability. It is complete with case studies and a chapter on challenging behavior. It contains workshop material for the person who may have to teach others about communication.

### **Augmenting Basic Communication in Natural Contexts**

by Jeanne M. Johnson PhD, Diane Baumgart, PhD, Edwin Helmstetter, PhD, and Chris A. Curry MS (1996); Paul H. Brookes Publishing Co. Inc.; ISBN 1-55766-243-6

This book includes a step-by-step guide to completing an assessment of communication and creating a system for people with severe disabilities. Chapter 10, about Kevin will show the reader some systems that work.

### **Communicating in Sign: Creative Ways to Learn American Sign Language**

by Diane P. Chambers (1998); Fireside; ISBN 0-684-83520-7

Language comes from the way we use our bodies to communicate and how we understand the emotions that are communicated to us. The five components of ASL are eye contact, facial expression, body language, mouth movements, and hand movements. Chambers walks the reader through these components, giving illustrated signs as well as offering a chapter on deaf culture.

## Resource Guide

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For those who surf the web:

<http://dww.deafworldweb.org/pub/a/asl.html> has a host of information about sign language in different languages, as well as ASL, and illustrates stories for someone learning to sign.

<http://www.familyvillage.wisc.edu/general/signlanguage.html> has several links to other sites for information about sign language. Many of the links get the reader to books and videos that might be helpful for the DSP.

There are several companies that sell communication aids. The DSP can check with a speech therapist for names of some of those companies.

## Homework Assignment for Session #3: One-Day Food Diary

**DIRECTIONS:** In preparation for the module on *Wellness*, please track what you eat and drink over a 24-hour period, and record the information below. Please include water, coffee, tea, juice, and soda. Be sure to include meals out, snacks and “just grazing.” Include every pat of margarine, every spoonful of sugar, how much of what was on the sandwich, etc.

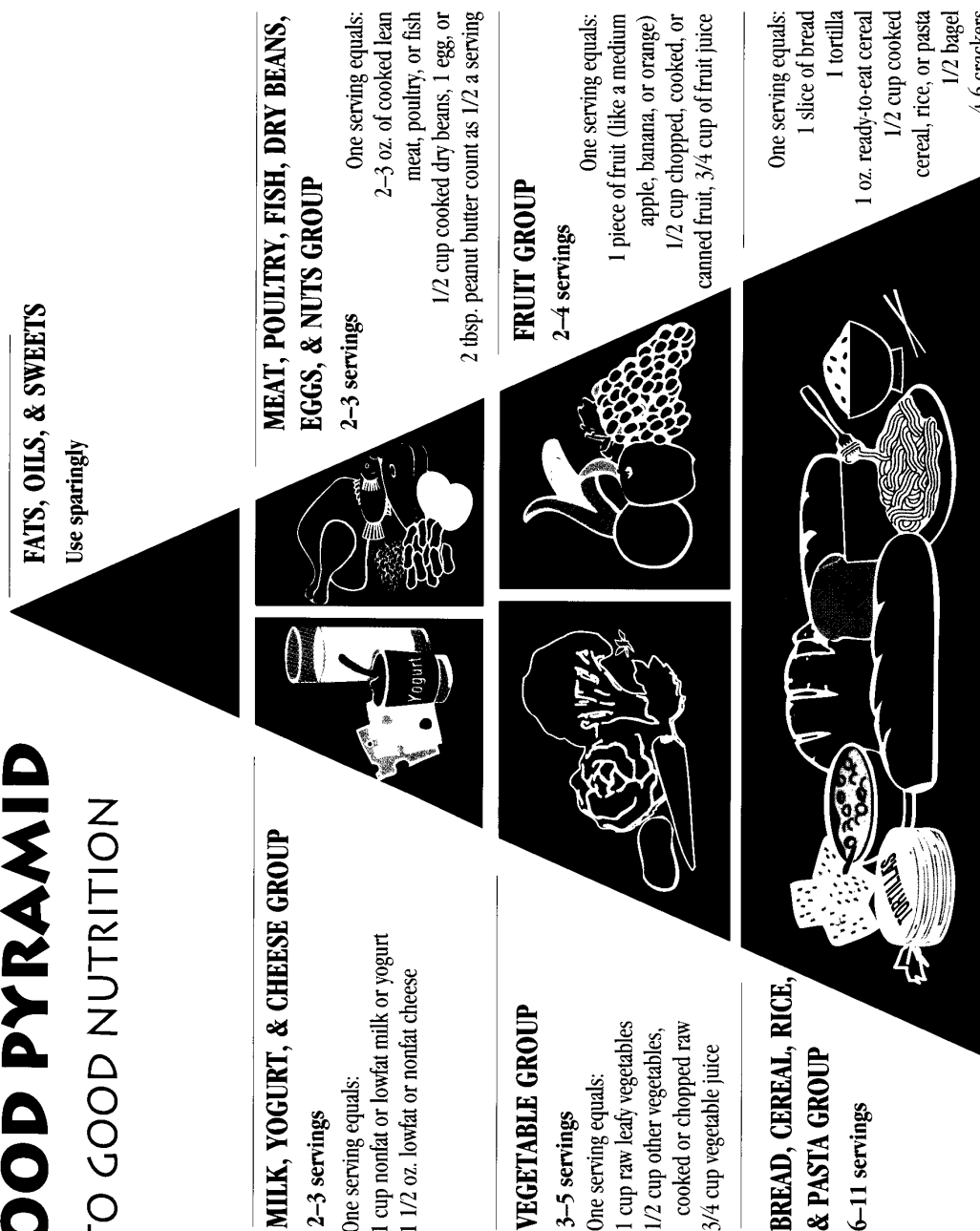
When?	What?	How much? (e.g., 16 oz. T-bone; bowl of cereal w/milk; etc.)
<b>BREAKFAST:</b>		
<b>Between BREAKFAST &amp; LUNCH</b>		
<b>LUNCH</b>		
<b>Between LUNCH &amp; DINNER</b>		
<b>DINNER</b>		
<b>Between DINNER &amp; BREAKFAST the next morning</b>		

Now, please estimate the number of *servings*, from the six food groups in *The Food Pyramid* and indicate how many 8 oz. glasses of fluid you took in.

<b>Food Group</b>	<b>No. of servings</b>
BREAD, CEREAL, RICE & PASTA GROUP .....	_____
VEGETABLE GROUP .....	_____
FRUIT GROUP .....	_____
MILK, YOGURT, & CHEESE GROUP .....	_____
MEAT, POULTRY, FISH, DRY BEANS, EGGS, & NETS GROUP .....	_____
FATS, OILS, & SWEETS .....	_____
About how many 8 oz. glasses of fluid do you take in? .....	_____

# THE FOOD PYRAMID

## A GUIDE TO GOOD NUTRITION



### What is the Food Guide Pyramid?

The Food Pyramid is a daily nutrition guide, to assist you in choosing a healthy diet. For good nutrition, choose a variety of foods each day, from each of the 5 food groups. Also, eat at least the recommended number of servings from each food group, so your body gets the nutrients it needs. Active people, children, teens, and pregnant women usually need more than the minimum daily servings listed above. To stay healthy you also need to get regular physical activity.

from the **Kaiser Permanente Healthwise Handbook**